**Reading**

* I can read aloud and understand the meaning of new words
* I can use dictionaries to check the meaning of words
* I can discuss my understanding and explain the meaning of words in context
* I can predict what might happen from details stated and implied
* I can identify main ideas and summarise these
* I can retrieve and record information
* I can ask questions to improve my understanding of a text
* I can draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence

**Science (electricity)**

* identify common appliances that run on electricity
* construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
* identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
* recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
* recognise some common conductors and insulators, and associate metals with being good conductors

**PSHE - Healthy Eating and Physical Health and fitness**

* To understand what constitutes a healthy diet and the risks associated with not eating a healthy diet including obesity and tooth decay
* To understand the importance of building regular exercise into daily and weekly routines and how to achieve this.
* To understand how and when to seek support, including which adults to speak to, if worried about health (mental or physical)

**Thought box – Journeys**

* To understand the meaning of ‘refugee’ and the reasons some people may need to leave their homes and how they feel
* To understand how we can help people feel welcome in our community

**Art - (Gaudi/clay)**

* To explore and discuss the work of Gaudi
* To manipulate malleable materials for a purpose (clay) exploring form and shape and use simple joining techniques

**Key Text: How to Train your Dragon by Cressida Cowell**

**Literacy (suspense writing)**

* I can discuss writing similar to mine to learn from its structure, vocabulary and grammar
* I can create character, setting and plot
* I can compose and rehearse sentences orally to improve my writing
* I can organise my work into paragraphs around a theme
* I can use fronted adverbials and use commas after a fronted adverbial
* I can use expanded noun phrases using adjectives, additional nouns and prepositional phrases
* I can extend sentences using a range of conjunctions
* I can use conjunctions, adverbs and prepositions to express time and cause
* I can use and punctuate direct speech
* I can plan my writing
* I can evaluate and edit by proof-reading for spelling and punctuation errors and propose changes to grammar and vocabulary
* I can assess the effectiveness of my own and others’ writing and suggest improvements
* I can read my writing aloud to a group/whole class using appropriate intonation, tone and volume

**Oracy –** cognitive

* I can use and share supporting evidence in my discussion, e.g. citing a text, a previous example or historical event.
* I can explain events and ideas in chronological order.
* I can ask probing questions.
* I can reflect on my own oracy skills, identifying areas of strength and areas to improve.
* I can reach a shared agreement in discussions.
* I can disagree with someone’s opinion, politely
* **Oracy outcome -** to take part in a class debate about the pros and cons of immigration (linked to their geographical knowledge from topic this term)

**Geography (Europe)**

* I know how to use world maps, atlases and globes and digital/computer mapping to name and locate the countries of Europe (including Russia) and identify their main physical and human characteristics.
* I can ask and answer geographical questions about the physical and human characteristics of a location.
* I can describe and give some reasons for geographical similarities and differences between the UK and European regions.
* I can use a range of resources to identify the key physical and human features of a location.
* I can interpret thematic mapping and aerial and satellite photographs.

**Big Questions**

**What is Europe like?**

**What is migration and why do people migrate?**

**What impact does migration have on Europe?**

**Intent**

**To understand the human and physical similarities and differences in Europe.**

**To understand how and why people move to, from and around Europe.**

**To understand the impact migration has on Europe.**

**Passport to Europe**

**Spanish (Greetings)**

I know how to greet people in Spanish

**Music – (Christmas song performance)**

* To play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression.

**RE – Has Christmas lost its true meaning?**

* I can explain what Christmas means to Christians and non-Christians

**Taking care of the world (RE Inspired visit)**

* To understand the Christian creation story and why Christians believe they should look after the world

**Maths**

**Addition and subtraction**

* To add and subtract numbers with up to 4 digits using formal written methods and including exchanging
* To estimate and use inverse operations to check answers to a calculation
* To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

**Perimeter and area**

* measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
* find the area of rectilinear shapes by counting squares

**PE (fitness)**

* To describe how the body reacts at different times and how this affects performance.
* To explain why exercise is good for your health.
* To know some reasons for warming up and cooling down.

**Online Safety**

**Online bullying**

* I can explain what online bullying is, describe how people may bully others online and through what medias they may use
* I can create rules about how to behave online

**Health, wellbeing and lifestyle - Health and safety reports**

* I understand how using technology too much can cause a negative impact on my health and wellbeing
* I can suggest some strategies to help me limit this time